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ABSTRACT

A program needs assessment device, the Chapter 1 Instructional Quality Indicators (IQI), was developed for the purpose of guiding staff development by indicating areas of strength and weakness in Chapter 1 classroom practices and procedures. In this handbook, the development and administration of the IQI is discussed in section I. Section II provides growth and development charts for children of 4-5, 6-7, 7-8, 8-9, 9-10, and 11-13 years of age, respectively. A chart of indicators of pupil progress in language arts, reading, and mathematics is also provided. Section III, on staff development models, very briefly reports related research and describes seven selected models of staff development. The concluding secton IV provides a transcript of parts I and II of the IQI. Part I concerns Chapter 1 information to be provided by the Chapter 1 instructional staff; part II concerns observation and interview items to be completed by the assessor over a 2- to 4-week time frame and with a minimum of two observation periods. (RH)

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THE CHAPTER 1 INSTRUCTIONAL QUALITY INDICATORS

(a program needs assessment device)

PS 018586

CHAPTER 1 ECIA

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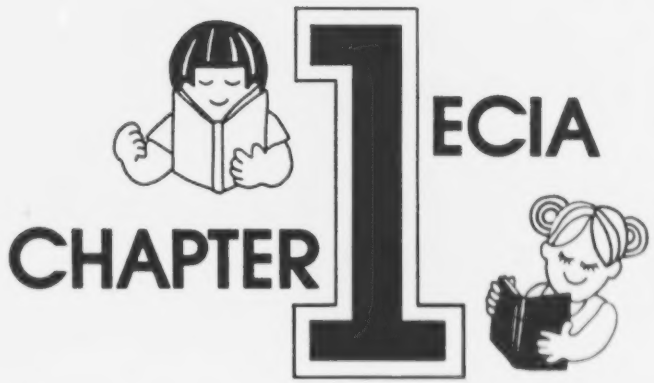
HANDBOOK TO ACCOMPANY THE CHAPTER 1 INSTRUCTIONAL QUALITY INDICATORS



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FOREWORD

A consortium of Chapter 1 state coordinators from Colorado, Nevada, Utah and Wyoming was formed to coordinate activities funded under an FY 84 Secretary's Initiative grant. The grant focused on developing an instrument and procedures for assessing Chapter 1 program quality. This instrument, the Chapter 1 Instructional Quality Indicators (a program needs assessment device) (IQI) was developed by committees composed of experienced Chapter 1 teachers and administrators, researchers, and curriculum specialists and refined by the consortium after extensive field testing in the four states. The IQI contains items that research has found to be associated with achievement gain and desired student outcomes.

The use of the IQI will indicate areas of strengths and weaknesses in Chapter 1 classroom practices and procedures for the purpose of guiding staff development. Without a systematic method of assessing practices and procedures, it is difficult to determine the overall effectiveness of a Chapter 1 program or identify areas that need attention.

ACKNOWLEDGEMENTS:

We would like to acknowledge with many thanks the assistance of the following:

The Colorado Secretary's Initiative Language Arts/Reading and Mathematics Committees who provided the base from which the IQI was developed,

Chapter 1 personnel in the consortium states who critiqued, field tested and provided feedback for refinement of the IQI,

The members of the Consortium: Mary Peterson, Chapter 1 State Coordinator, Nevada; Jay Donaldson, Chapter 1 State Coordinator, Utah; Jerry Lewis, Chapter 1 State Coordinator, Wyoming and their staffs who donated time and effort in coordinating field testing and providing suggestions for revisions and refinements of the IQI,

The Technical Assistance Center - Beverly Anderson and Alan Davis who gave expert assistance and suggestions.

Virigina R.L. Plunkett, Project Director

Constance M. Rose, Project Coordinator

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SECTION 1:
DEVELOPMENT AND ADMINISTRATION OF THE INSTRUCTIONAL QUALITY INDICATORS (IQI)

A. Purpose of Instrument

- To improve the education of students in Chapter 1 programs.
- To assess the strengths and weaknesses of Chapter 1 classroom quality by utilizing an instrument containing items that research has found to be associated with achievement gain and desired student outcomes.
- To provide information for local Chapter 1 program improvement and staff development.

B. Preliminary Assumptions

- The Chapter 1 program is in compliance with the law and regulations.
- The Chapter 1 students have been appropriately placed in Chapter 1.

C. Instrument Construction

- Three research strands have been utilized in preparing the IQI: effective classrooms research, curriculum research, and research on child and human development.
- In selecting research findings to include in the IQI, a parallel focus was kept on desired outcomes in terms of student performance and attitudes; consequently some research findings were not included because they focused upon outcomes that were too narrow.

  For example, Donald Medley (1979) concluded from his review of 14 studies selected from an original group of 289 that the most effective teachers are those who . . . "use more low-level questions and fewer high-level ones, whose pupils initiate fewer questions and get less feedback, who tend not to amplify or discuss what pupils say."

  Barak Rosenshine obtained similar results but added that does not mean this is the best way to teach everything; it depends upon the outcomes one seeks.
- In view of the need for improvement in higher-order thinking skills found by the National Assessment of Educational Progress, as well as the opinions of industrial and business leaders, it is important for students to master "learning to learn" skills, to develop the ability to search out and comprehend information, and to promote the growth of thinking and problem-solving abilities; therefore, educators need to focus on achievement that goes beyond a gain on standardized achievement tests.

- In spite of all of the research findings, the literature emphasizes that any advocacy of uniform teaching practices is premature and doomed to failure.

D. Administration of the IQI.

- Qualifications of instrument administrator.
  - Understanding of observation techniques.
  - Knowledge of Chapter 1 curriculum area of classroom being assessed.
  - Knowledge of human (child or adolescent) development appropriate to the age range of the Chapter 1 students.
- Procedures

  The IQI has been divided into two separate sections:
  - Chapter 1 Information - to be completed by the Chapter 1 instructional staff.
  - Observation/Interview Data - to be completed by the "assessor" over a 2-4 week time frame and using a minimum of two observation periods. The assessor may need to observe several times in order to pick up all components of the Chapter 1 program.
  - The Observation/Interview Data could be utilized in a fall/spring time frame.
  - Some items in Part 1, Chapter 1 Information may need to be checked at the end of the school year (for instance some items in numbers 9, Staff Development and 11, Additional Resources).

E. Suggested Qualification for Chapter 1 Instructional Staff.

- Qualifications/qualities of a Chapter 1 teacher

  The Chapter 1 teaching position is individualized, prescriptive and diagnostic in nature. The following qualifications and qualities are suggested for the implementation of a quality Chapter 1 program:

  - Classroom teaching experience, preferably some of which is in a Title I/ Chapter 1 school. Experience in different grade levels is advantageous.
  - A demonstrated knowledge of scope and sequence of reading/language arts and/or mathematics.
  - An understanding of reading/language arts and/or mathematics instruction.
  - Academic preparation in the curricular areas(s) of reading/language arts and/or mathematics.
  - Success in adapting curriculum to meet individual needs of students.
  - An ability to apply a variety of teaching methods and strategies to insure the success of his/her pupils.
  - Organization abilities as demonstrated in long/short-range planning, recordkeeping and reward systems for pupils.
  - Instructional flexibility to meet individual pupil needs, time demands and resource needs of the staff as a whole.
  - Communication abilities with staff and parents concerning pupil progress, program intent and instructional components of the project.
  - Consistently high expectations for pupil achievement.
  - Demonstrated interest in seeking professional growth in the academic areas related to his/her teaching assignment.
  - Acceptance of and empathy toward low-achieving pupils of varied cultural backgrounds.
  - Ability to relate well to parents and stimulate their involvement in educational activities.

- Qualifications/qualities of a Chapter 1 aide.

  To support teaching efforts and to strengthen program implementation, it may be desirable to employ instructional aides as part of the Chapter 1 project. The following qualifications/qualities are suggested:

  - Prior experience working with children other than their own.
  - Ability to project a positive role model to children.
  - Personal competency in the subject area(s) she/he will assist.
  - An understanding of how pupils learn.
  - Communication skills with people of all ages, roles and cultures.
  - Initiative as the situation requires, punctuality and effective time-management skills.
  - Flexibility in adpating to the philosophy of the teacher supervising his/her work.
  - Cooperative spirit with the building staff.
  - Clerical skills including typing, filing and a knowledge of adding machines.

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SECTION II:
CHILD GROWTH AND DEVELOPMENT CHART

INDICATORS OF PUPIL PROGRESS

CHILD GROWTH AND DEVELOPMENT CHART

Brenda Loveridge Duncan

Brenda Loveridge Duncan has served as a Child Development Specialist in both England and the United States. Positions she has held in Colorado include Director of the Child Development Center and demonstration teacher of Metro State College, Denver; Director of the Early Childhood Resource Center at Southwest Metropolitan Board of Cooperative Educational Services in Engelwood; and Project Director of Title I Early Childhood Program in Commerce City.

NOTES

General

Few children will show even development in all directions. At any stage or age, there will be children who are advanced of others in some aspects of growth and behind in other areas. For example, a child may be skilled in throwing a ball, yet immature in use of a pencil.

Vision

Normal vision develops slowly, Eyes are not fully mature until around the 12th year. The link between the focusing of eyes on small objects at close range and the appropriate fine motor movements of the hand is developed gradually.

Fatigue

Children who are required to sit for long periods or kept at reading or writing tasks for long periods will often show fatigue by turning the head from side to side and/ or lowering the head closer to the paper or page to relieve the visual strain.

4-5 YEARS

Physical Characteristics

Body lengthening out. Hands and feet proportionately larger than at 3 years. Girls tend to be one year ahead of boys, physically.

Motor Control

Good general motor control, but not yet a great amount of muscular strength. Activity level high. Needs to be active both physically and mentally. Handedness (right or left) usually established.

Muscular Strength

Gross motor control, well-developed, but smaller muscles not so fully developed.

Fatigue

Difficulty sitting still or in one position for long periods. Tension makes the five and six year old subject to fatigue. Shows fatigue by being irritable or restless.

Vision

Eye-hand coordination improving. However, eyes not yet mature. Sensory-motor facilities may not be ready for close work such as reading.

Health

Fives are usually healthy. However, five-and-a-half is subject to frequent colds.

Need 12 hours sleep.

6-7 YEARS

Physical Characteristics

Body proportions changing. (Legs lengthening, head proportionately smaller in relationship to rest of body.)

Motor Control

Motor control erratic. Tends to spill things, drop things. Activity level high. Can stay still comfortably for only short periods. Far more nimble than at 3 or 4 years old. Learns best through active participation.

Muscular Strength

Large muscles still better developed than smaller muscles.

Fatigue

Sense of balance steadily improving. Easily fatigued. Regresses when tired. Standing with feet together produces considerable strain.

Vision

Vision and hand-eye coordination greatly improved. However, tendency to far sightedness at this age.

Dentition

Age of the loose tooth. This is the age when the first incisors are lost.

Health

Not as robust as at 5 years. Complains of muscular aches and pains. Marked increase in respiratory and middle-ear infections. (Skin surface in greater ratio to body weight than at any other time of development.) Allergy responses high. Needs 11-12 hours sleep.

7-8 YEARS

Physical Characteristics

Period of steady growth. 2-3 inches in height. 3-6 lbs. in weight.

Motor Control

Control improving. Needs space to spread out. More cautious of heights. More hesitant before attempting some things. Learns best in concrete terms and when s/he can be active while learning.

Muscular Strengths

Greater control of small muscles. Likes to use hands.

Fatigue

Full of energy but easily tires. Fatigue shown by fidgeting and restlessness.

Vision

Better eye-hand coordination than at 5 years. 2/3 of group likely to have immature vision. Still need large print. Nearsightedness may occur later this year (8). (Act of accommodating eyes for close work requires sustained muscular effort.)

Dentition

Continues to lose teeth. Most sevens have first permanent molars. (Some temporary stammering and facial tics may correspond with the second dentition.)

Health

Fewer colds. Throws off mild infections in a couple of days. However, may succumb to communicable diseases such as chicken pox. Complains less about aches and pains. However, knee pains may continue. S/he may worry abotu personal health, abilities, etc.

8-9 YEARS

Physical Characteristics

Growth slow and steady. Arms lengthening.

Motor Control

Mounting energy. Tends to do everything fast! (Talking, eating, etc.) Ready for more-organized sports such as baseball, soccer. Participation usually more important than winning a game.

Muscles

Large muscles still developing. Small muscles better developed now, less subject to fatigue. Manipulative skills increasing.

Fatigue

Less susceptible to fatigue than hitherto.

Vision

Eyes more ready to accommodate both near and far vision. Nearsightedness may be evident for a number of eights this year. Watch for signs of strain: blinking, tearing, change in concentration.

Dentition

Permanent teeth continue to appear. (Some facial changes!)

Health

Generally healthier.

9-10 YEARS

Physical Characteristics

Steady growth continues for most. Some girls may be physically maturing faster, tending to be taller and heavier than boys of the same age. However, boys may have greater muscular strength. Heart subject to strain. Lungs and circulatory systems almost mature.

Motor Control

Hands can be used independently. Many children's handwriting reveal good small motor control now. Eye-hand coordination good. Enjoy perfecting motor skills.

Muscles

Not yet capable of great feats of strength or endurance, but probably as nimble as s/he will ever be! Takes up a lot of room. Needs space.

Fatigue

Less fatigue. Can write for longer periods without strain.

Vision

Eyes almost adult size.

Health

Generally good health. Throws off colds quickly. However, previous ear or lung problems may recur at this time. Sleep requirements: 10 hours.

11-12-13 YEARS
THE PREADOLESCENT

Physical Characteristics

Boys may mature as much as two years later than girls. Girls usually taller, heavier than boys. Reproductive organs maturing. Self-conscious of physical changes. Wide range of interests and maturity levels.

Motor Control

May appear awkward, clumsy, due to the uneven growth of different parts of the body.

Muscles

Rapid muscular growth.

Fatigue

Often appears lazy but fatigue common due to uneven growth. Enormous appetites!

Vision

Eyes have reached adult size and maturation.

Dentition

Most permanent teeth have appeared. Nose and jaw are usually developing.

INDICATORS OF PUPIL PROGRESS - LANGUAGE ARTS/READING

Student's Name _____

Student's Age _____

INDICATORS

1. **Word Recognition**

   The student will identify words encountered in written or oral form.
   The student will determine the meaning of words.

2. **Comprehension**

   The student will understand what he/she reads.
   The student will identify the main idea in a reading selection.
   The student will arrange events in sequence from a reading selection.
   The student will classify items or events.
   The student will predict outcomes from a reading selection.
   The student will distinguish fact, fiction, and opinion in a reading selection.
   The student will determine cause-and-effect relationships.

3. **Study Skills**

   The student will locate and verify factual information.
   The student will follow directions in oral and written form.
   The student will organize information.

4. **Appreciation**

   The student will use opportunities to listen to literature and poetry.
   The student will read prose and poetry independently by choice.
   The student will relate his/her own written composition to literature
   The student will demonstrate understanding of the nature of poetry (variety of form and subject, relationship to music and imagery).

5. **Communications**

   The student will use correct and appropriate language.
   The student will comprehend main idea(s) and specific detail(s) of an oral communication.
   The student will speak effectively in a variety of situations.
   The student will write effectively in a variety of circumstances (e.g., reports, stories, letters, etc.).
   The student will write legibly and correctly.
   The student will listen with understanding.

School Year_____

Evaluation Methods

Developmental Level	Standardized Test	Criterion-Referenced Test	Teacher Made	Observation	Interview	Student Charts

INDICATORS OF PUPIL PROGRESS - MATHEMATICS

Student's Name _____

Student's Age _____

INDICATORS

1. Attitudes

The student will view math as a useful tool.
The student will be positive toward math.
The student will experience enjoyment and excitement in using math.

2. Reasoning Skills

The student will feel free to explore a variety of ways to solve problems.
The student will be able to relate results of problems to other problems.
The student will be able to pose questions.
The student will be able to analyze situations.
The student will be able to illustrate results.
The student will be able to draw diagrams or models to help solve problems.
The student will be able to use trial and error to solve problems.
The student will be able to use patterning to solve problems.

3. Application

The student will use everyday situations and translate them into mathematical expressions.
The student will learn to inspect results of problems to check for reasonableness.
The student will round off numbers for approximation.
The student will use techniques for estimation of quantity, length, distance, weight, etc.
The student will learn appropriate computational skills: addition, subtraction, multiplication and division with whole numbers and decimals, not dwelling on long, complicated problems because of the availability of the calculator.
The student will learn when to add, subtract, multiply and divide. (concept vs. computation)
The student will learn the geometric terms needed to function in the world (point, line, plane, parallel, and perpendicular).
The student will learn the geometric shapes needed to function in the world.
The student will measure distance, weight, time, capacity, and temperature.
Students will measure angles and calculate simple areas and volumes.
The student will read and draw conclusions from simple tables, maps, charts, and graphs.
Students will collect, organize and analyze simple numerical information, setting up simple tables and graphs.
The student will learn how to use simple probability and make predictions.

School Year _____

Evaluation Methods

Developmental Level	Standardized Test	Criterion-Referenced Test	Teacher Made	Observation	Interview	Student Charts

SECTION III:
STAFF DEVELOPMENT MODELS

A. Research

Most research on instructional improvement has indicated that staff development programs consisting of a single session are largely ineffective (Lawrence, 1974). Most staff development programs that have an impact on teaching behavior are spaced over time (Berman and McLaughlin, 1978).

Joyce and Showers (1980) summarized research on 200 studies on staff development training. They were trying to identify the components of effective training. Components identified were:

- Presentation of theory or description of skill or strategy
- Modeling or demonstration of skills or models of teaching
- Practice in simulated and classroom settings
- Structured and open-ended feedback
- Coaching for application (hands-on, in-classroom assistance with the transfer of skills and strategies to the classroom)

Although no training program reported contained all of the components of effective training, inservice which incorporated most of them were found to be most effective.

B. Selected Models of Staff Development

- Coaching (Joyce and Showers)
  - Presentation, demonstration
  - Discussion
  - Planning (may include observations or visitation where strategy is in use).
  - Practice strategy(ies) several times with other teachers.
  - Teams of two (one team member teaches while other observes and offers constructive criticism; then switch places). Practice several times with the "coaching partner" present to reflect on progress and to offer suggestions about how to improve.
  - Use of consultive services for followup review and providing ideas, etc.

- Jane Stalling's inservice training model
  - Five workshops, one week apart
  - Workshops include:
    - diagnosing and prescribing
    - giving information and demonstrating
    - discussing application
    - guided practice and feedback
    - post-test
- RPTIM (Wood, Thompson, and Russell, 1981)
  - Readiness
  - Planning
  - Training
  - Implementation
  - Maintenance

  School district personnel are trained who then implement the process in local schools.
- Staff Development for School Improvement (SDSI)
  - Awareness, readiness and commitment among staff
  - Needs assessment
  - Planning
  - Implementation
  - Evaluation
  - Reassessment and continuation

  School planning teams receive the assistance of an outside facilitator.

- Turnkey Model

  Trained teachers in areas (so many hours or days inservice program) act as turnkey trainers for other teachers in their schools or districts.

- Teacher Expectations and Student Achievement (TESA) (Good, T. 1981)

  - Five workshops scheduled approximately one month apart. Each workshop is three hours in length. Three interactions are introduced. Cited are literature and research; techniques are discussed; illustrations, demonstrations, and role-playing activities are offered.

  - Following each workshop, during a period of approximately three weeks, participants observe each other a minimum of four times, each observation of 30 minutes duration. A teacher is observed no more than twice a week and not on two consecutive days. The observer simply records and leaves the observation data with the teacher to examine and draw own conclusions.

- The Model for Inservice Staff Development was a result of training experiences during Trenton's Cycle 10 project. The model uses change agents to guide school staff through a process of decision making from determining the content area for focus and selecting the desired inservice strategies for internalizing the knowledge necessary to use and adapt the innovation. Through the use of this model, faculty were allowed the opportunity to be self-initiating, self-regulating, self-evaluating, and to make decisions and execute plans within the bounds of their own resources.

  Inservice training was conducted over an extended period of time ranging from small-group work/planning sessions and classroom support visits by consultants (college or university faculty, etc.) to schoolwide workshops.

  Five elements were identified as critical to successful program implementation:

  - Gradual takeover of decision-making responsibility for planning and operating the program by the staff.

  - Preparation of materials by teachers and paraprofessionals.

  - Establishing a specific time for instruction to be used during the regular school day.

  - Designating teachers to plan and conduct inservice workshops as needed for the program.

- Provision of in-class inservice assistance by consultants during the instruction time.

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SECTION IV:
INSTRUCTIONAL QUALITY INDICATORS
PART I AND PART II

ECIA Chapter I Instructional Quality Indicators (A Program Needs Assessment Device)

Part I

Chapter 1 Information

Purposes: To obtain a composite picture of Chapter 1 programs

To identify characteristics of successful programs

Completed by:_____

Position:_____

Name of School:_____

School District:_____ Dist. No._____

County_____ State_____

Date:_____

Composition of Staff:

Teacher_____

Teacher and Aide(s)_____

Aide(s) Only_____

Type of Program:

In-Class_____

Pullout_____

Rotation_____

Other_____
(Specify)

ECIA Chapter 1
Instructional Quality Indicators

1. Chapter 1 Program (Check appropriate items)

   _____ Reading/Language Arts

   _____ Elementary; _____ Middle; _____ Secondary

   _____ Mathematics

   _____ Elementary; _____ Middle; _____ Secondary

2. Chapter 1 time allocation per student.

   Per day: Reading/Language Arts, _____ minutes

   Math, _____ minutes

   Regular classtime allocation per student.

   Per day: Reading/Language Arts, _____ minutes

   Math, _____ minutes

   Per week: Reading/Language Arts, _____ minutes

   Math, _____ minutes

3. Instructor/Student ratio (I:S) _____:_____

4. Preparation for Instruction (Academic background)

   Chapter 1 Teacher: _____

   _____

   Chapter 1 Aide: _____

   _____

5. Amount of time allocated for Chapter 1 program planning by Chapter 1 instructional staff: Per day _____; per week _____

Results of Planning Time (check appropriate items)

_____ Instructional objective have been developed based on pupil needs.

_____ Appropriate materials and resources have been assembled.

_____ Instructional activities have been planned for the Chapter 1 pupils.

_____ Provisions have been made for coordinating with regular classroom teachers.

_____ Instructional lesson plans have been prepared.

_____ Student progress records have been developed.

_____ Chapter 1 parents have been informed and will be involved in the project.

6. Reading/Language Arts or Mathematics Assessments

Check the types of instruments/information gathering used (or to be used) in the initial needs assessment, the ongoing assessments and evaluation of student progress. (A minimum of three each would be desirable. To do all would be excessive. Avoid overtesting.)

Type of Instrument/ Information	Initial Needs Assessment	Ongoing Assessment	Evaluation/Student Progress		
			Continuously	Twice A Yr.	Once A Yr.
Group Standardized Achievement Test					
Estimation of grade-level reading potential					
Individual reading/ math inventories					
Diagnostic assessment of specific skills					
Determination of level of integration of language systems in process of reading					
Criterion-referenced tests					
Assessment of language dominance in bilingual students					
Identification of physical condition which may contribute to difficulty					
Attitudes toward reading/language arts or mathematics					
Assessment of oral/ reading difficulties which may affect math skills					
Teacher observation					

Type of Instrument/ Information	Initial Needs Assessment	Ongoing Assessment	Evaluation/Student Progress		
			Continuously	Twice A Yr.	Once A Yr.
Oral language development					
Writing samples					
Math samples					
Individual pupil interviews					
Determination of preferred learning modality/style					
Regular classroom teacher judgment of student progress and achievement					
Records of quantity, type and quality of reading by student					
Individual check-lists of skills					
Student self-evaluation					
Audio tapes of students' oral reading					
Anecdotal logs					
Teacher/student conferences					
Chapter 1/regular classroom teacher conferences					
Parent questionnaires related to student attitudes, reading habits, math, etc.					
Determination of level of developmental instruction					

7. **Materials and Resources** (Check appropriate items)

Chapter 1 equipment and materials are available and accessible to:

_____ Chapter 1 staff

_____ Chapter 1 pupils

_____ Chapter 1 parents

A variety of materials representing a range of ability levels has been selected to nourish and extend children's interests.

_____ books (fiction and non-fiction)

_____ magazines

_____ newspapers

_____ problem-solving materials

_____ non-print materials for responding to print and extending language arts skills through activities such as written composition, arts and crafts, other.

A variety of instructional aids is available.

_____ flash cards

_____ charts

_____ essential manipulatives

_____ games

_____ others

8. Coordination - Chapter 1/School Programs (Check appropriate items)

Coordination includes:

_____ Purpose of the Chapter 1 program

_____ Defining and assessing pupil needs and strengths (pool pupil information on an initial and ongoing basis)

_____ Determining skills and strategies to be taught

_____ Planning activities and materials to be used to teach skills and strategies (avoid duplication and strive for variety)

_____ Selecting content and topics to be covered (Chapter 1 teacher can assure that Chapter 1 pupils are exposed to information about certain topics before they are introduced in the regular classroom)

_____ Providing time for voluntary, free choice reading and language arts and math activities and games for the Chapter 1 pupils

_____ Consistency in understanding and responding to errors made by pupils

_____ Helping pupils understand any discrepancies in activities and expectations that may exist between the regular classrooms and Chapter 1

_____ Coordinating communication to parents about the Chapter 1 program and student progress in the regular classroom

9. Staff Development (Check appropriate items.)

	Opportunities Offered			
	Once A Year	Twice A Year	Continuously Throughout Year	ATTENDED
College or university courses related to reading/language arts or mathematics				
Reading/language arts or mathematics workshops:				
Within district				
Outside district				
Chapter 1 staff get-togethers/ idea exchanges:				
Within school				
Among Chapter 1 schools				
Attendance at professional conferences, e.g., International Reading Association, National Council of Teachers of Mathematics, etc.				
State				
Regional				
National				
Visitation to other reading/ language arts or math programs:				
Within district				
In other districts				
Assistance provided by reading/language arts or math consultant or specialist				

	Opportunities Offered			
	Once A Year	Twice A Year	Continuously Throughout Year	UTILIZED
Professional journals and materials related to language arts and reading programs or mathematics				
Released time for program planning, development, and evaluation				
Feedback from informal observations of Chapter 1 class				

Please list other professional activities (e.g., presentations and workshops, publications, etc.) _____

_____

_____

10. Dissemination

How often does the Chapter 1 teacher disseminate information about Chapter 1? (Check appropriate items)

	Weekly	Monthly	Twice A Year	Once A Year	Not At All
Newsletters					
Presentation at staff meetings					
Conferences with parents					
Chapter 1 program brochures					
Visitations					
Workshops for staff and parents					
Releases to the mass media					
Other: (specify)					

11. Additional Resources

What additional personnel are available to assist in the Chapter 1 program, and how often are they (or will they be) utilized? (Check appropriate items)

	Number Available	Daily	Twice A Week	Once A Week	Twice A Month
Reading/language arts or mathematics specialist/ consultant					
Other professionals (counselors, etc.) (Specify)					
Volunteer aides					
Parents					
Community people					
Older students in school					
Other (Specify)					

What community places are available for educational visits (field trips), and how often are they or will they be utilized? (Check appropriate items)

Place	Once A Week	Once A Month	Twice A Month	Once A Year	Twice A Year
Public Library					
Museums:					
Historical					
National History					
Art					
Children's					
Other (Specify)					
Senior Citizens' Home					
Fire Department					
Airport					
Historical Landmarks					
Zoo					
Banks					
Stores					
Computers in Action (offices)					
Other (Specify)					

ECIA Chapter 1
Instructional Quality Indicators
(a program needs assessment device)

PART II
Observation and Interview

Name of Chapter 1 Staff _____ ____ Teacher ____ Aide ____ Other

Name of School _____ Grade(s) _____

School District No. _____

County _____ State _____

Assessment Completed By _____

Position _____

Date(s) _____

ASSUMPTIONS

A. The Chapter 1 program is in compliance with the law and regulations.

B. The Chapter 1 students have been appropriately placed in Chapter 1.

C. All statements about instructional staff, equipment, materials, resources, etc., refer to Chapter 1.

Rating Scale

1 Yes
2 No
3 NA
4 No opportunity to observe.

Classroom Observation and Interview Data

QUALITY INDICATORS/OBSERVATION

1. Instructional Environment

_____ a. Children's work and materials are displayed in an attractive manner.

_____ b. An interesting and literate learning environment is observable.

EXPLANATORY NOTES

(1.a) Background colors compliment children's work.
Uncluttered.

(1.b) Development of a classroom environment that fosters learning goes beyond the creation of a visually attractive room. A literate environment is attractive, but, in addition, it provides many opportunities for students to have natural encounters with the language. Students learning in a literate environment have many exposures to printed and spoken language and also have many opportunities to speak and write the language.

Rating Scale

1 Yes
2 No
3 NA
4 No opportunity to observe

QUALITY INDICATORS

_____ c. A productive working atmosphere is generally maintained.

_____ d. The instructor fosters a positive learning environment.

_____ e. The physical facilities are conducive to instruction.

(1.c.) Few interruptions occur.
The level of external distraction is minimal.
Noise level is appropriate to the activity.

(1.e.) Comfortable temperature.
Clean.
Well-lighted.
Adequate space.
Acoustically balanced.
Location.

Rating Scale

1 Yes
2 No
3 NA
4 No opportunity to observe

QUALITY INDICATORS

2. Instructional Methods/Behavior

a. Expectations:

____ 1) The instructor communicates positive and appropriate expectations to pupils.

____ 2) All students are given approximately the same number of response opportunities.

____ 3) All students receive immediate and appropriate feed-back.

____ 4) The instructor allows pupils at least five seconds to think about a question before and after they answer it.

b. Use of Allocated Time.

____ 1) The instructor spends an appropriate amount of time interacting with his/her pupils.

____ 2) The amount of instructor directed instructional time is adequate.

____ 3) The amount of student(s) engaged time is adequate.

____ 4) Time spent on classroom management is minimal.

____ 5) Students arrive promptly.

____ 6) Instruction starts promptly.

EXPLANATORY NOTES

(2.a.1.) Indicated by: Instructor wait-time for pupil responses. Activities planned to meet group needs.

(2.a.3.) Research shows that high performance students received immediate feedback more often than low performance students.

Rating Scale

1 Yes
2 No
3 NA
4 No opportunity to observe

QUALITY INDICATORS

c. Instructional Functions

____ 1) The instructor utilized teaching strategies that are appropriate to the developmental level of the pupils and to the desired outcome.

____ 2) The instructor clearly explains, demonstrates and/or models new concepts.

____ 3) Practice is provided until student understanding is demonstrated.

____ 4) Correction or reteaching occurs in response to student errors.

____ 5) The instructor tries to discern the patterns and rationale behind 'incorrect' responses.

____ 6) The instructor provides individual attention to the pupils.

____ 7) Instructor prompts are provided when appropriate.

____ 8) The instructor recognizes appropriate responses from pupils with specific praise.

EXPLANATORY NOTES

(2.c.1.) (Refer to the Developmental chart in the handbook)

(2.c.5.) Does the teacher pursue the incorrect response and probe for the reason behind the response?

Rating Scale

1 Yes
2 No
3 NA
4 No opportunity to observe

QUALITY INDICATORS

d. Motivating Pupil Learning

____ 1) The instructor fosters a climate in which pupils are relaxed and willing to take learning risks.

____ 2) In presenting concepts and skills, the instructor strives to discover and connect what the pupils already know, feel, and believe to the new content they are learning.

____ 3) The instructor employs a variety of motivational techniques to build on children's interests, talents and curiosity about the subject area or skill to be taught.

e. Pacing

____ 1) The instructor keeps the lesson moving at a pace appropriate to the concept being presented.

____ 2) The instructional strategy is changed frequently when pursuing a given concept.

f. Chapter 1 Student Management

____ 1) Students adhere to standards of behavior that have been established.

____ 2) Positive techniques are the primary means of managing student behavior.

EXPLANATORY NOTES

The willingness to participate in classroom activities is the motivating force that leads to development of academic skills. This willingness can be fostered by instructors who provide a positive, non-threatening environment. Students who are learning new academic skills take a risk everytime they attempt to use the new skills. They must be in an environment where they feel they can use their skills, and possibly fail, without fear of humiliation from the instructor or from their peers.

(2.e.2.) i.e., from one mode of delivery to another determined by needs of students.

Rating Scale

1 Yes
2 No
3 NA
4 No opportunity to observe

QUALITY INDICATORS/INTERVIEW

1. Instructional Methods/Functions

a. Expectations

____ 1) The instructor appropriately identifies needs and strengths of students.

____ 2) The instructor sets appropriate objectives for individual students.

b. Functions

____ 1) Student understanding of materials is ascertained before independent work or assignments are made.

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Rating Scale

1 Yes
2 No
3 NA
4 No opportunity to observe

QUALITY INDICATORS

2. Instructional Activities

a. Reading/Language Arts

____ 1) The Chapter 1 language arts program is organized around a variety of meaningful activities and language functions that are relevant to the children's lives and are developmentally appropriate.

____ 2) Lesson objectives are stated for the pupil.

____ 3) For children in the early stages of reading development, at least part of their reading material is taken from their own speech and writing.

____ 4) Word recognition skills are taught and practiced in the context of meaningful content.

____ 5) Oral reading fluency skills are taught.

____ 6) There is a balance of emphasis between phonics (decoding skills), development of a sight vocabulary, and comprehension.

____ 7) Reading skills are developed in oral and written student work.

____ 8) Pupils are provided with reading material that can be read at home.

____ 9) Pupils are provided with frequent opportunities to self-select a portion of their reading materials and read at their own pace in sustained silent reading periods.

____ 10) Opportunities are provided to apply language arts skills in practical activities.

____ 11) Students own written work is used to some extent as a basis for teaching spelling, syntax, sentence structure, and style.

____ 12) Students are exposed to and progress through a wide range of material.

EXPLANATORY NOTES

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Rating Scale

1 Yes
2 No
3 NA
4 No opportunity to observe

QUALITY INDICATORS

____ 13) Listening skills are taught.

____ 14) Appropriate test-taking skills are taught.

____ 15) Study skills are taught.

____ 16) Comprehension skills are taught:
- ____ Literal comprehension
- ____ Inferential comprehension
- ____ Critical comprehension
- ____ Creative comprehension

____ 17) Background information is provided to facilitate comprehension of new material.

____ 18) The instructor reads and/or tells stories to the children from the wide variety of high quality children's literature available.

____ 19) The instructor asks thought-provoking questions that go beyond simple recall.

____ 20) There is a reasonable balance in types of activities utilized, e.g., between reading aloud, silent reading, written work, and discussions.

____ 21) Pupils are provided with many opportunities to respond to literature in a variety of ways. (Retelling, discussions, dramatizations, composing, art activities, etc.)

____ 22) Pupils are provided with frequent opportunities to self-select writing topics and write during sustained writing periods.

____ 23) Pupils author books and stories and have opportunities to share what they have written.

____ 24) Opportunity is provided to develop language/vocabulary in other areas of the curriculum.

____ 25) Instruction is sequenced from simple to complex, from concrete to abstract and from instructor direction and assistance to independence.

EXPLANATORY NOTES

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Rating Scale

1 Yes
2 No
3 NA
4 No opportunity to observe

QUALITY INDICATORS

b. Mathematics

____ 1) Chapter 1 math instruction emphasizes the number system, place value and other basic math concepts.

____ 2) Math activities are presented clearly and in a developmental manner to promote learning.

____ 3) Various forms of math presentation are used, e.g., quantitative objects, graphs, models, maps, scales and simulations.

____ 4) Math instruction progresses from concrete to abstract, i.e., manipulative, picture, symbolic representations.

____ 5) Math instruction involves higher order thinking skills, i.e. comprehension, application, synthesis, analysis.

____ 6) Preparation for mathematics emphasizes everyday applications for the skills to be mastered.

____ 7) The instructor often uses one activity to promote learning in connection with another.

____ 8) Pupils' experiences are utilized as a part of math activities.

____ 9) Chapter 1 math activities are related to other curriculum areas.

____ 10) There is a balance in the types of activities utilized.

____ 11) Instructional materials and methods are altered as student assessment data indicates.

____ 12) Manipulatives are used frequently.

____ 13) Students are encouraged to prove and demonstrate their answers with concrete objects.

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___ 14) Students are developing proficiency in the basic math operations:

___ Addition

___ Subtraction

___ Multiplication

___ Division

___ Fractions

___ Decimals

___ Metrics

___ Measurement

___ Problem Solving

61

Instructions: How to tally the responses.

* Please read entire directions before entering tally.

Count the number of 1's (yes responses) and enter in the corresponding area box. Do the same for each of the other ratings: number of 2's for no, number of 3's for not applicable (NA), and number of 4's for no opportunity to observe (NO).

Combine items under Expectations on pages 46 and 52 and enter in proper boxes in area 2. Instructional Methods/Functions, a. Expectations.

Also combine items under Functions on pages 48 and 52 and enter in proper boxes in area 2. Instructional Methods/Functions, c. Instructional Functions.

Total the responses in each column and analyze the responses to determine staff development needs.

Using the IQI to determine area(s) of staff development need.

Quality Indicators/Observation/Interview

	Yes	No	NA	NO
1. Instructional Environment				
2. Instructional Methods/Functions				
a. Expectations (items on pages 46 and 52)				
b. Use of allocated time				
c. Instructional functions (items on pages 48 and 52)				
d. Motivating pupil learning				
e. Pacing				
f. Chapter 1 student management				

Quality Indicators/Interview

1. Instructional Activities				
a. Reading/Language Arts				
b. Mathematics				
TOTALS				